

STAGE ONE UNIT OF WORK

AIM/RATIONALE

This integrated unit provides an opportunity for students to develop an awareness of water as an essential resource for all living things. It highlights the need for cooperation in preserving the quality of our water as a precious resource.

FOCUS QUESTION/AREA OF INQUIRY

Why is water important to people and the environment?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 Where do we find water?
- 2 What is the water cycle?
- 3 Why is water precious?
- 4 How do people pollute water?
- 5 What are people doing to reduce pollution and conserve water?

AREAS OF INTEGRATION

HSIE	Environments, Social Systems and Structures, Cultures
ENGLISH	Procedure, Explanation, Recount
SCIENCE AND TECHNOLOGY	Earth and its Surroundings, Investigating
CREATIVE ARTS	Visual Arts

ESTIMATED TIME: 10 Weeks

CONTENT

KNOWLEDGE

- Water is found in different forms and in different places.
- Water is precious.
- There is a natural water cycle.
- Living things, including people, depend on water to survive.
- People use water to drink, for cleaning and cooking, and in farming and manufacturing.
- People build things to store water, make it available for us and carry polluted water away.
- People can restore the health of natural waterways.
- People make laws to protect waterways.
- We can help protect and conserve water.

GENERIC SKILLS

- Locate, select and evaluate information from a variety of sources.
- Present and communicate information according to purpose, situation and audience.
- Apply a range of problem-solving strategies to achieve an accepted solution.
- Develop an awareness of personal, local, national and global responsibilities.
- Work cooperatively with others.

VALUES AND ATTITUDES

- Appreciating the environment, one's personal relationship with it and one's responsibility for its future.
- Showing commitment to individual freedom and to the rights and responsibilities of participating in a democracy.

OUTCOMES

HUMAN SOCIETY AND ITS ENVIRONMENT

ENS1.5

Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

ENS1.6

Demonstrates an understanding of the relationship between environments and people.

SSS1.7

Explains how people and technologies link in systems to provide goods and services to satisfy needs and wants.

CUS1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

ENGLISH

TS1.2

Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listen attentively.

RS1.5

Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and the information in texts.

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10

Produces texts using the basic grammatical features and punctuation conventions of the text type.

SCIENCE & TECHNOLOGY

ESS1.6

Identifies and describes ways in which people and other living things depend upon the Earth and its environments.

INV1.8

Conducts guided investigations by observing, questioning, predicting, collecting and recording data and suggesting possible explanations.

CREATIVE ARTS

VAM1.1

Makes artworks in a particular way about experiences of real and imaginary things.

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas			
	HSIE	ENGLISH	SCIENCE & TECHNOLOGY	CREATIVE ARTS
RESEARCH Locate, select and evaluate information from a variety of sources.	ENS1.5 CU1.3	RS1.5	INV1.9 ESS1.6	
COMMUNICATION Present and communicate information according to purpose, situation and audience.	SSS1.7 ENS1.5 ENS 1.6	TS1.2 WS1.9 WS1.10	INV1.9	VAM1.1
PROBLEM SOLVING Apply a range of problem-solving strategies to achieve an accepted solution.	SSS1.7		INVS1.9	
COOPERATION Work cooperatively with others.	ENS1.6	TS1.2	ESS1.6	VAM1.1
CITIZENSHIP Develop an awareness of personal, local, national and global responsibilities.	CUS1.3 ENS1.6	RS1.5		

PACING GUIDE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	19/4 Initiation of unit	20/4 Introduce CQ1	21/4 'Water' word bank	22/4 Group work Class charts	23/4 BLM Generalisations
2	26/4 ANZAC DAY	27/4 Introduce CQ2 Read about water cycle	28/4 Group experiments - Evaporation, condensation, precipitation	29/4 Discuss experiments and write first draft of procedure	30/4 Publish copy of procedure Water cycle work sheets
3	3/5 Read 'Magic Schoolbus at the Waterworks'	4/5 Video 'The Waterboard Story' Read 'Watching Every Drop'	5/5 Discuss and complete BLM	6/5 Flowchart First draft explanation text	7/5 Publish copy of explanation text
4	10/5 Introduce CQ3 Read 'What Made Tiddalik Laugh'	11/5 Paint each section of the story	12/5 Complete paintings	13/5 Display paintings Children explain their section of story	14/5 Brainstorm uses of water
5	17/5 Video 'Waterworks'	18/5 Book 'The Power of Water'. Discuss	19/5 Compile class chart on uses of water	20/5 Writing sentences to match photos; 'Water is precious to me'	21/5 Review chart and activities Generalisations
6	24/5 Introduce CQs 3&4 Story 'Lester and Clyde'	25/5 Group activity to illustrate story	26/5 Complete group illustrations and share	27/5 Jar experiment – adding things found on a walk	28/5 Excursion to North Head Sewerage Treatment Plant
7	1/6 Discuss photographs from excursion. Write recount	2/6 View map of local area. Identify Waitara Creek	3/6 Field trip to Waitara Creek	4/6 Discuss the field trip and the difference between stormwater and sewerage pipe systems	5/6 Consequence Chart
8	8/6 Review photos and map showing Waitara Creek	9/6 List problems the creek is facing and suggest solutions	10/6 Guest speakers Lisa and Uncle Max	11/6 Follow-up visit Aboriginal Art activity	12/6 STAFF DEVELOPMENT DAY
9	15/6 PUBLIC HOLIDAY	16/6 DO/DO NOT charts – preserving and conserving water	17/7 Video 'Keep the River Running'	18/6 Story 'There's a Rainbow in the River'	19/6 Discuss video and story. Update DO/DO NOT chart
10	22/6 Write slogans for preserving and conserving water	23/6 Culmination and reflection. Review questions	24/6 Answer focus question as a class	25/6 26/6 Water Games and Activities	